

# Resources



# Nutrition SENSE Mini Grant Program

## School Contact Information

These schools participated in a Nutrition SENSE Mini Grant Project. We want to commend the staff and students from these schools for their efforts in giving Montana youth better access to healthful food choices.

### Original Pilot Project Schools (2001-02 school year):

- **Billings Career Education Center Entrepreneurship/Small Business Class**  
Harvey Langager, 406-655-3096
- **Bozeman High School DECA chapter**  
Gordon Rodnrud, 406-522-6272
- **Custer County High School FFA chapter**  
Jim Bott, 406-232-4920
- **Huntley Project High School FCCLA chapter**  
Jean Ott, 406-967-2540 X3408
- **Terry High School FCCLA chapter**  
Jody Haidle, 406-635-5533

### Phase Two Pilot Project Schools (2002-03 school year):

#### Elementary Level:

- **Arrowhead School**  
Sara Putnam, 406-333-4359
- **Central Intermediate Student Store**  
Michelle Monsen, 406-433-5501
- **Jefferson Elementary School Student Council**  
Pat Grassl, 406-447-8845
- **Lewis and Clark Elementary School**  
Genelle Hocevar, 406-727-3625
- **Smith Elementary School Stop and Go Store**  
Susan Graham, 406-447-8864
- **East Middle School, National Junior Honor Society**  
Jenny Rygg, 406-268-7535
- **Paris Gibson Middle School Zippo's Stuff School Store**  
Julie Waldenberg, 406-268-6632

#### High School Level:

- **Capital High School Bear Necessities/Small Business Management Class**  
Karey Conn, 406-447-8800

- **Plevna High School FCCLA chapter**  
Jan Stickney, 406-772-5666
- **Sidney High School Resources Unlimited Store**  
Kathleen Roberts, 406-433-2330
- **Three Forks High School FCCLA chapter**  
Cathy Feltz, 406-285-3224 x214
- **Twin Bridges High School Family and Consumer Sciences/Culinary Arts class**  
Janice Denson, 406-684-5656
- **White Sulphur Springs High School FCCLA chapter**  
Karen Coleman, 406-547-3351

**DECA** stands for Distributive Education Clubs of America | **FFA** stands for Future Farmers of America | **FCCLA** stands for Family, Career and Community Leaders of America



# Nutrition SENSE: Students Encouraging Nutritious Snacks Everyday

## Key Concepts and Considerations

To market healthful food items to students safely and successfully consider the following factors:

- Food Safety Practices
- Equipment Needs and Storage Space
- Student Preferences
- Availability of a Variety of Products
- Store Hours of Operation
- Price Structuring
- Marketing Efforts

### Food Safety Practices:

When handling food, students need to follow proper food safety practices. To play it safe, stock only packaged grab and go items and maintain proper storage practices. Food safety training (FoodSafety Works or ServSAFE) is available for student advisors and students from MSU Extension Service, Food and Nutrition Program Specialist, Lynn Paul, Ed.D, RD at 406-994-5702; lpaul@montana.edu.

### Equipment Needs and Storage Space:

The store space, storage (dry and cold) space, and equipment (refrigeration/freezer, shelving units) available will often determine the variety and amount of inventory. Be resourceful and determine if local businesses can donate any equipment, or shelving units for use in the store. Could the school shop class construct shelving units, or a mobile cart for your business?

### Student Preferences:

Survey the students to determine the food and beverage products they are interested in purchasing at the store. Create a list of 10 to 20 items to sell.

Students are often interested in **BEST** Food Products: **B**-Budget Friendly; **E**-Energizing; **S**-Sensory Satisfaction-Tasty; **T**-Time/Convenience.

Consider the items that correspond with hours of operation when determining product lists. For example, if the store is open in the morning, stock a variety of grab and go breakfast items.

### Availability of a Variety of Products:

Product availability from local and regional vendors often determines the availability and variety of products offered at the store. A school partner could be your school food service program in helping obtain food and beverage products for your business. Try to stock at least one food or beverage from each of the five food groups. If non-nutritious items are offered, sell small to regular sizes to minimize calories, sugar or fat intake. For example stick with 1-ounce bag snack items, regular size candy bars and 12-ounce cans of soft drinks.

### Store Hours of Operation:

The store's hours of operation will often determine the products offered. Popular items can be grab and go breakfast or lunch items, power snack foods and beverages for after school.

**Price Structuring:**

In promoting healthful foods and beverages, the price can be the determining factor. Try to offer healthy items at a lower price than non-nutritious items to encourage students to purchase them. For example, a string cheese may be 25 cents while a candy bar is 50 cents.

**Marketing Efforts:**

To market healthful foods and beverages, good taste, easy access and availability are key factors. Signage, marketing posters, and daily announcements are often recommended to remind the students what foods the store has to offer. Product positioning is key—make sure the healthy items are stored where they are visible to customers. Consider price structuring that provides a financial incentive for students to purchase the healthy items. Consider offering coupons (purchase 10 and get one free) or occasional discounts on healthy items. Offer a special of the day or free samples to encourage students to try new healthy items.

*Developed by Montana Team Nutrition Program, Jan 2003, MSU-Bozeman, Katie Bark, RD, LD; 406-994-5641 or kbark@state.mt.us*



# PRODUCT LIST

If healthy foods and beverages are easily accessible and affordable, teens will often purchase and enjoy them. Stock student stores and concession stands with a variety of tasty and nutritious items to encourage students to make good food choices and fuel their bodies with energizing foods and beverages.

## Dairy/Protein Items:

- Low fat String Cheese
- Puddings
- Beef Jerky Sticks
- Nuts, and Seeds
- Trail Mix
- Low fat Yogurt, Go-Gurts
- Uncrustables (Smuckers peanut butter/jelly mini-sandwich)



## Beverages:

- White and flavored reduced/low fat milk
- 100% Fruit Juice
- 25-50% Fruit Juice Blends/Drinks
- V-8 Splash Flavored Beverages
- Water, Flavored Water
- Fruit Smoothies (Tropicana, Dannon, Hanson)
- Hot Apple Cider or Hot Chocolate
- Hot Flavored Milk Steamers



## Grain-based Items:

- Breakfast Bar, e.g. Nutri-Grain Bar
- Cold Cereal Mixture, e.g. Morning Mix
- Sports Bars, e.g. Luna Bar
- Crackers, e.g. Goldfish, Triscuits, Sun Chips, Baked Chips, Corn Nuts
- Pretzels, Popcorn



## Fruit-Vegetables:

- Fresh Fruit or Veggies with Dip, (apples/carmel, carrots/ranch celery/peanut butter)
- Dried Fruit Chips, banana/apple
- Fresh or Canned Fruit Cups



## Bread Items:

- Bread Sticks
- Cheese and Crackers
- Peanut Butter & Crackers
- Baked Tortilla Chips with Salsa
- Bagels & Cream Cheese/Peanut Butter
- Muffins (limit size to 3 ounces)
- Animal Crackers, Fig Newtons, Wafers



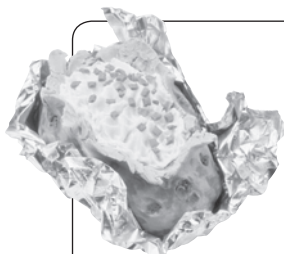
## Frozen Items:

- Frozen Yogurt
- Juice Bars
- Fudgicles
- Frozen Go-Gurts



## Hot Items:

- Soft Pretzel with Cheese Sauce
- Baked Potato with Topping (chili/cheese)
- Popcorn
- Soups, Sandwiches (Microwave-able)



*Developed by Montana Team Nutrition Program, Montana State University, January 2003. Contact Katie Bark for more information, kbark@state.mt.us*

# Focus Groups Session Information

When conducting focus groups, it is important to set some ground rules.

*They may include:*

- Participation is voluntary. Comments will be kept confidential and will be summarized from a group of students so identity will be kept anonymous.
- Please respect each other's comments by not disclosing any information a person may share during the session.
- Remind participants that the session may be tape recorded so no comments are missed.
- Ask participants to raise their hand to respond.
- Remind participants all answers count. There are no right or wrong answers—only differing points of views.
- Remind participants you don't need to agree with others but you must listen respectfully as others share their views.

Always ask open-ended questions, which simply are questions that can't be answered with a yes or no.

*Sample questions may include:*

- What are some healthful foods and beverages that students would like to buy from the student store?
- How should healthy foods and beverages be marketed or promoted to students at school?
- If you could add one thing in list of food/beverage items sold at the student store, what would it be?
- Our goal is to help young people eat better at school, what advice do you have for us?
- What types of fruits or vegetables would you consider purchasing at the student store?

# Student Survey Information

It is important to gather information on the thoughts and feelings of other students.

*This step is vital to:*

- Identifying student preferences for store offerings and
- Building support for the store.

## How to Do a Student Survey?

- Write your survey. Keep it short and ask no more than five or six questions.
- Distribute the survey, ask students to complete it and return it by a designated time. Another option is to ask the students the questions and have them tell you their answers and you record the answers.
- Make sure you survey different groups of students. It may also be important to survey school staff if you are going to include them as regular customers.

*The Sample Student Survey is available on page 53 to use or adapt to your needs.*

## NUTRITION SENSE SURVEY

We are in the process of designing a nutritious snack program which we want to open here at school. Would you be willing to answer a few questions that will help us understand your needs and preferences?

### What are you currently spending for a 20-ounce drink?

☐ \$ .50                      ☐ \$ Other (please specify amount) \_\_\_\_\_  
☐ \$ 1.00                    ☐ I do not buy 20 ounce drinks

### What price do you pay for jerky?

☐ \$ .99                      ☐ Other (please specify amount) \_\_\_\_\_  
☐ \$ 1.50                    ☐ I do not buy jerky

### Do you usually buy a snack each day?

☐ Yes                      ☐ No

### What time of the day are you usually looking for a snack?

☐ Before School              ☐ After Lunch  
☐ After First Period          ☐ After School  
☐ Before Lunch              ☐ Other

### Would you prefer your food is prepackaged or open on a tray?

☐ Not prepackaged          ☐ Prepackaged

### Please check any items on the following list of foods that you might purchase for a snack

|   |                                      |  |                                      |
|---|--------------------------------------|--|--------------------------------------|
| <input type="checkbox"/> Popcorn        | <input type="checkbox"/> Yogurt      | <input type="checkbox"/> Pudding       | <input type="checkbox"/> Breads      |
| <input type="checkbox"/> Breakfast Bars | <input type="checkbox"/> Fruit Juice | <input type="checkbox"/> Flavored Milk | <input type="checkbox"/> Cappuccino  |
| <input type="checkbox"/> Italian Soda   | <input type="checkbox"/> Cereal      | <input type="checkbox"/> Jerky         | <input type="checkbox"/> Dried Fruit |
| <input type="checkbox"/> Latte'         | <input type="checkbox"/> Goldfish    | <input type="checkbox"/> Water         | <input type="checkbox"/> Baked Chips |
| <input type="checkbox"/> String Cheese  | <input type="checkbox"/> Bagels      | <input type="checkbox"/> Seeds or Nuts | <input type="checkbox"/> Trail Mix   |

### Please list other items you would like to purchase at the store.

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Thanks for Your Time and Suggestions.

Developed by the Huntley Project High School FCCLA Chapter in Huntley Project, Montana.



# Taste Test Panels

Taste test panels provide important experiences for students to provide feedback on products that you may want to offer in the student store. It also provides an opportunity for a student to try a new food item and expand their food preferences.

## Tips for Successful Taste Tests

### Preparation:

- Limit tasting to 4-5 items
- Limit participants to 10-12 students (teachers/parents)

### Set each place at a tasting table with:

- Tasting form
- Pencil
- Napkin
- Utensils
- Water and Cups
  - Use a simple code to identify products (no brand names visible.) For example, breakfast bar #1, breakfast bar #2, breakfast bar #3
  - Pre-dish/cut or select foods for each taster

### Instructions To Panel:

1. Gather products to be sampled. Prepare an adequate number of servings needed for the panel members.
2. Distribute taste test forms and ask panel members to complete them in tasting the items. Please remind the students not to bias the members by making any comments—good or bad—about the food items (see sample forms on pages 55-56.)
3. Discuss the results. Encourage older students to explain their ratings.
  - Have you ever tasted this item before?
  - What comments are there about taste, texture, and smell?
  - Would you like to see this product offered in the store?
  - How much would you pay for this item?
  - What other products should be marketed with it?

### Closing:

- Have students pick up waste from tasting sessions on the way out.
- Thank the panel members.

*Adapted from Mt. Diablo Unified School District, California, Shape Up California Strategies for Success Manual, 1998.*

# Opinion Score Sheet

STUDENT

Name of Product/Item \_\_\_\_\_

Student Age \_\_\_\_\_

Rate Each Characteristic > Excellent=4 Good=3 Fair=2 Poor=1

Taste/Flavor > \_\_\_\_\_

Texture > \_\_\_\_\_

Appearance > \_\_\_\_\_

Overall Score > \_\_\_\_\_ (Add total of taste/flavor, texture and appearance)

Would you purchase this product? Yes\_\_\_\_\_ No\_\_\_\_\_

Special Comments:

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THANK YOU!

# Opinion Score Sheet

STUDENT

Name of Product/Item \_\_\_\_\_

Student Age \_\_\_\_\_

Rate Each Characteristic > Excellent=4 Good=3 Fair=2 Poor=1

Taste/Flavor > \_\_\_\_\_

Texture > \_\_\_\_\_

Appearance > \_\_\_\_\_

Overall Score > \_\_\_\_\_ (Add total of taste/flavor, texture and appearance)

Would you purchase this product? Yes\_\_\_\_\_ No\_\_\_\_\_

Special Comments:

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THANK YOU!

# Taste

## TEST FORM

Date \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Evaluator: \_\_\_\_\_ Student \_\_\_\_\_ FS staff \_\_\_\_\_ Teacher \_\_\_\_\_ Other \_\_\_\_\_



Food Item

Very Good

OK

Not Good

Comments

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# Taste

## TEST FORM

Date \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Evaluator: \_\_\_\_\_ Student \_\_\_\_\_ FS staff \_\_\_\_\_ Teacher \_\_\_\_\_ Other \_\_\_\_\_



Food Item

Very Good

OK

Not Good

Comments

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# Helpful Guides and Tools

## Focus Group Information:

A good reference for conducting focus groups is:

- The Focus Group Kit, David L. Morgan and Richard A. Krueger, Sage Publications, 1998, [www.sagepub.com](http://www.sagepub.com)  
The Montana Team Nutrition Program has this resource and is willing to loan it out to school personnel.

## Posters:

- Healthy Eating Posters for School Snack Bars: Five posters promoting healthy snacks from USDA/ARS Children's Nutrition Research Center at Baylor College of Medicine.  
(Download) [www.public.bcm.tmc.edu/cnrc/images/posters3/posters/poster\\_1.html#](http://www.public.bcm.tmc.edu/cnrc/images/posters3/posters/poster_1.html#)
- Vending SNACK Guide Poster: A poster listing snacks from "best choice" to "limit" intake in a pyramid format. From Minnesota Department of Children, Families and Learning; Minnesota's Changing the Scene Making the First Move Toolkit, March 2003.  
(Download) [www.fns.state.mn.us/StrategicPlan/PDF/Toolkit/IndexContents.pdf](http://www.fns.state.mn.us/StrategicPlan/PDF/Toolkit/IndexContents.pdf)
- Think Your Drink, included on page 59.

## Nutrition Labeling:

- Label-Ease: An easy tool to use in evaluating food labels from National Dairy Council, included on pages 61 and 62.

## Guidance on How to Understand and Use the Nutrition Facts Panel on Food Labels:

- [www.cfsan.fda.gov/~dms/foodlab.html](http://www.cfsan.fda.gov/~dms/foodlab.html)

## Information on Trans Fats:

- [www.fda.gov/oc/initiatives/transfat/backgroundunder.html](http://www.fda.gov/oc/initiatives/transfat/backgroundunder.html)
- and [www.cfsan.fda.gov/~dms/transfat.html](http://www.cfsan.fda.gov/~dms/transfat.html)

## Food Safety:

- Fight Bac! [www.fightbac.org](http://www.fightbac.org)
- Food Safety Project Lessons: [www.extension.iastate.edu/foodsafety/Lesson/L1/L1p1.html](http://www.extension.iastate.edu/foodsafety/Lesson/L1/L1p1.html)
- Focus on Food Safety: [www.kdhe.state.ks.us/fofs/index.html](http://www.kdhe.state.ks.us/fofs/index.html)
- School Network for Absenteeism Prevention It's a SNAP Program: A hands on initiative for middle schools that's designed to help students in school through the promotion of clean hands.  
[www.cdc.gov/ncidod/op/handwashing.html](http://www.cdc.gov/ncidod/op/handwashing.html)

## Creative Financing and Fun Fundraising:

- Utilize the handout, included on pages 63 and 64, in coming up with fun and successful ideas for your organization to fundraise in your community. It is from California Department of Health Services, California Project LEAN, (Download) [www.cspinet.org](http://www.cspinet.org).

## Montana's Nutrition SENSE Mini Grant Program (for state agency staff):

A sample mini grant program application packet is available from the Montana Team Nutrition Program to utilize in offering support to schools in making healthful changes to student organization's stores. Contact Katie Bark for a packet and reporting forms at 406-994-5641 or [kbark@state.mt.us](mailto:kbark@state.mt.us). They can also be found at [www.opi.state.mt.us/schoolfood/index](http://www.opi.state.mt.us/schoolfood/index) (click on Nutrition SENSE Kit.)

# Montana Food Safety Works

**What is it?** A food safety education job-training program targeted to Montana high school students.

**Who has used it?** The Montana Food Safety Works Program was introduced December 2001. Since then, 429 high school students from 22 schools have completed the program. The course is taught in conjunction with Family Consumer Science teachers and local MSU/county Extension Agents.

**What other groups would benefit from this program?** Food Safety Works is appropriate for any group of potential food service workers such as: adult education centers, Job Corp participants, Life Skills classes, Food Stamp Nutrition Education Program classes, and restaurant/food service industry groups. Additional school based programs include: student business/marketing programs, student stores, and concessions.

*Results have proven to be positive and useful!*

**Students reported what they liked best about the program:**

"Finding out how easily food can become contaminated."

"Learning ways to keep things safe."

"I learned what to look for when purchasing food."

The majority of students, 67%, responded that they would be likely to work a food service job within the next 6 months to 2 years. Ninety six percent of participants indicated the information provided would be "useful" to "very useful" to them. As a direct result of the training, motivation to change food handling habits was high, with 94% of participants being "somewhat" to "very" motivated to improve their habits. A strong 91% of participants said the training increased their self-confidence to work a food service job. Teacher feedback was positive as well, as reflected by 100% indicating interest in conducting future Food Safety Works trainings. 100% of the teachers rated the quality of materials provided as very good/excellent.

**Teachers reported:**

"Fun while educational."

"This was a great break from the sameness of the rest of the school year."

## Communities • Partnerships • Collaboration

Valuable partnerships have been established among Extension agents, Family Consumer Science teachers, Health Department personnel, food service managers, and local food businesses. Schools benefit several ways: students' knowledge improves the safety of foods served at student stores, concession stands, and student fund raisers. Students who volunteer in the school food service are knowledgeable regarding food safety practices, this ensures safe food is being served via school lunch and breakfast programs.

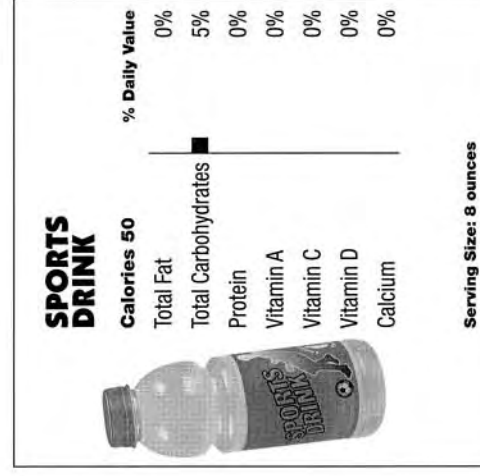
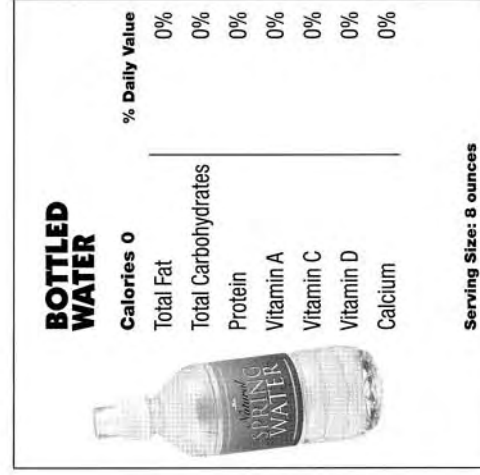
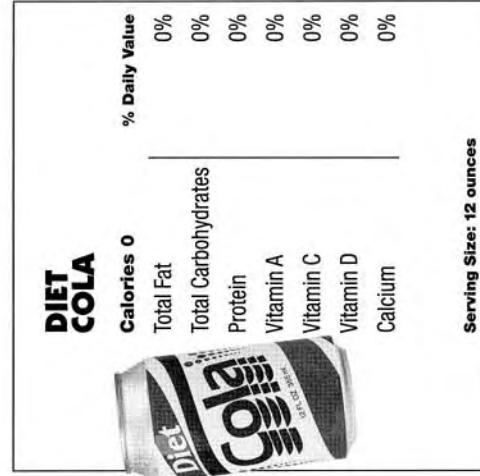
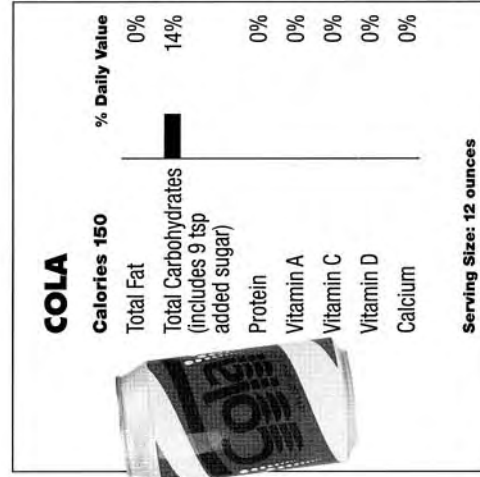
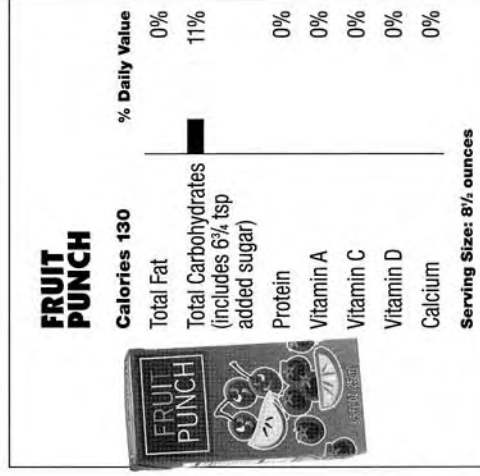
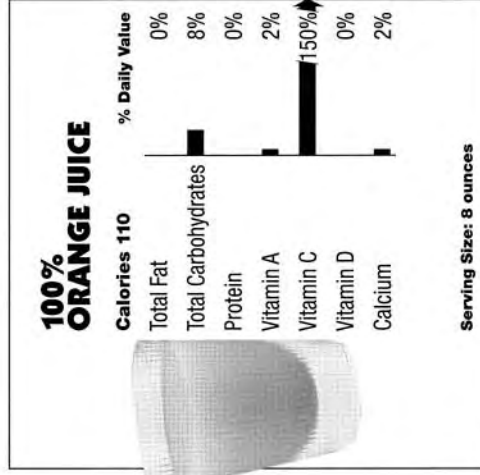
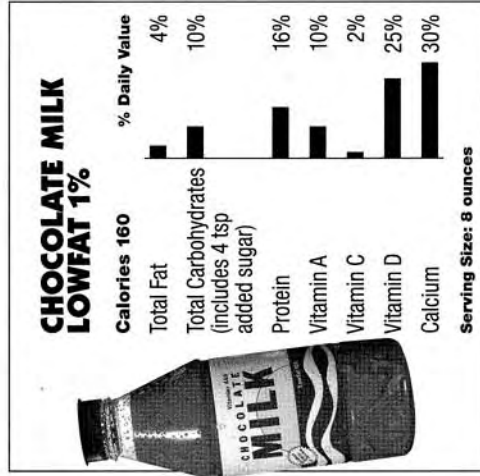
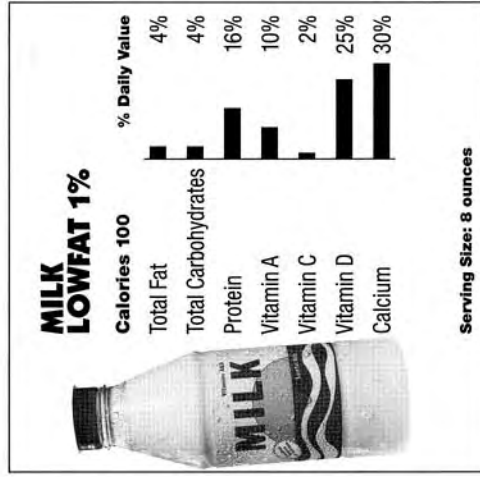
A secondary goal of Montana's Food Safety Works program is to collaborate with food businesses to reward/recognize employees that have completed the Food Safety Works training and hold a Safe Food Handler Certificate. Examples include offering a higher wage for these employees, and/or promotion to a higher job position. This sets precedence for hiring qualified individuals and places a high priority on the business' food safety practices. It also gives the students opportunity to act as a mentor by sharing their food safety knowledge with co-workers, increasing self-confidence and responsibility.

*For more information on Montana Food Safety Works please contact:*

Lynn Paul, EdD, RD, Montana State University Extension Food and Nutrition Office  
101 Romney Gym, PO Box 173360, Montana State University, Bozeman, MT 59717-3360  
Phone 406-994-5702, Fax 406-994-7300

# THINK YOUR DRINK!

When it comes to NUTRITION, not all drinks are created equal!



# LABEL-Ease™

## Ease Your Way to a Nutritious Diet

You try to exercise regularly and eat a well-balanced diet, but with your busy schedule, it's tough to keep your body in tip-top shape. Yet, even when **quick and easy** is your top priority, you still can feed your body right.

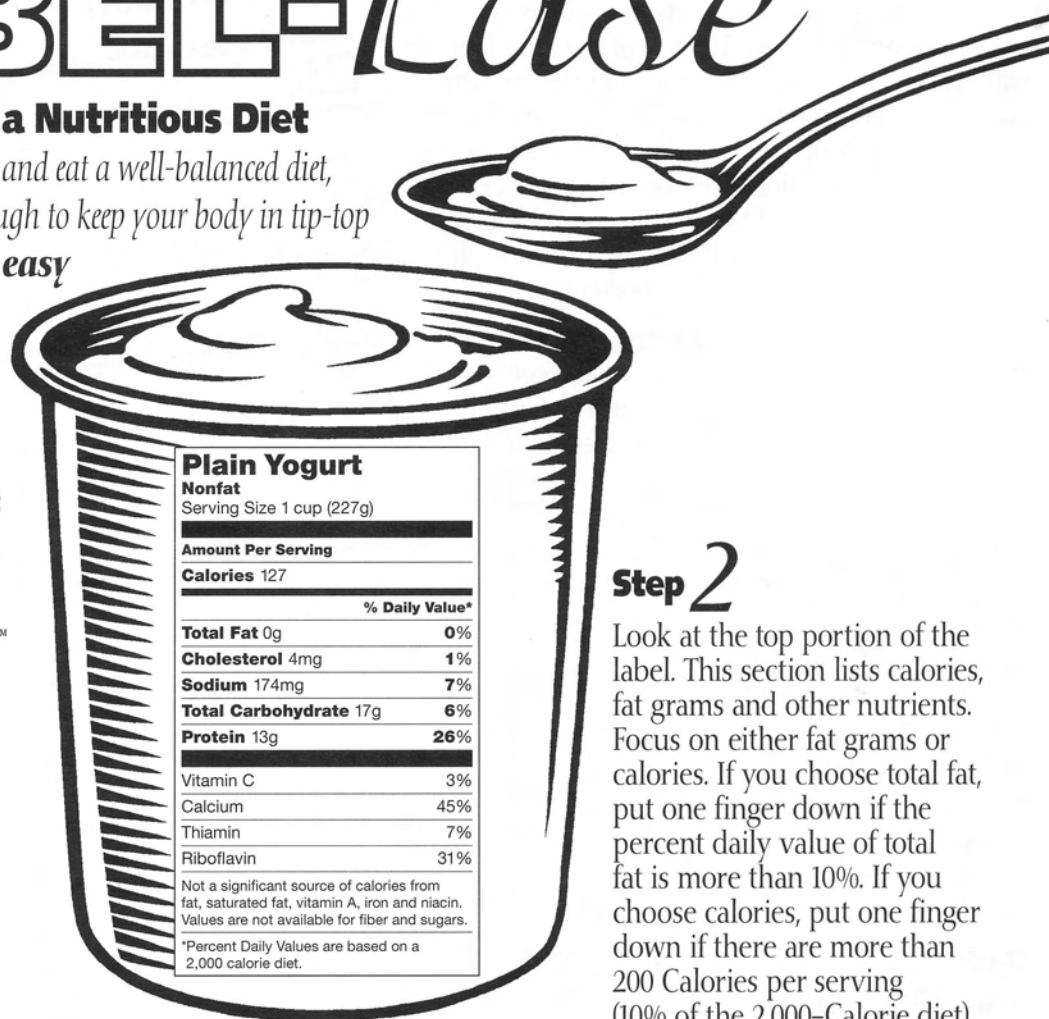
To make sure you're eating the nutrients you need, look at the **Nutrition Facts** of the foods you eat to see how your diet stacks up. You can do this quickly and easily with the "handy" Label-Ease™ counting system.

### A "Hand Full" Of Information

An easy way to read food labels is right at your fingertips. All you need is your hand and any food label. All packaged foods must have nutrition labels. Fresh fruits, vegetables and meats may not have labels, but nutrition information should be available where you purchase these items.

### Check Out The Food Label

- Look at the percent daily values that are listed on the label. They tell you how a food fits in a 2,000-Calorie-per-day diet.
- Look at the nutrient list on the label. These vitamins and minerals — calcium, fiber, protein, iron and vitamins A and C — are essential to a healthy body. However, some are often missing in the American diet.

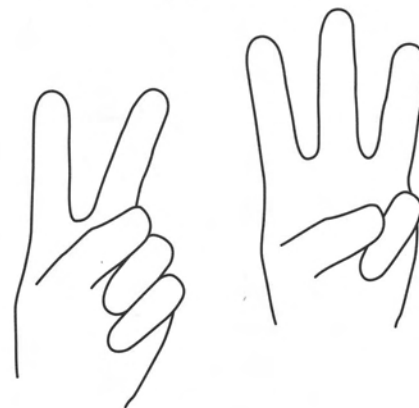
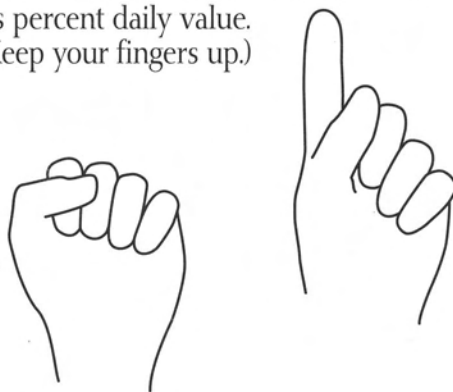


### Step 2

Look at the top portion of the label. This section lists calories, fat grams and other nutrients. Focus on either fat grams or calories. If you choose total fat, put one finger down if the percent daily value of total fat is more than 10%. If you choose calories, put one finger down if there are more than 200 Calories per serving (10% of the 2,000-Calorie diet).

### Step 1

Make a fist to see if you would get these important nutrients from the food you're testing. Raise one finger for each nutrient (calcium, fiber, protein, iron, vitamins A and C) that has 10% or more listed for its percent daily value. (Keep your fingers up.)



### What Do You Score?

If you have at least one finger still standing, the food you are testing is nutritious or a "nutrient-plus" food. If you have no fingers up, the food is less nutritious, or a "nutrient-minus" food.



## All Foods Fit

There are NO perfect foods. Every food you eat has pluses and minuses. The top of the food label will list the total fat, cholesterol and sodium, which are considered excesses or minuses. It is okay to sometimes eat foods high in these nutrients, but keep an eye on portion sizes. Be sure to check out the *entire* label to see if the food is a good source of vitamins and minerals. Balancing nutrient-plus and nutrient-minus foods is important.

As long as you eat a wide assortment of foods from the five food groups (Milk, Meat, Vegetable, Fruit and Grain), it is okay to eat nutrient-minus foods. The Food Guide Pyramid is a guide to help you select the number of servings you need from the five food groups. Choosing a variety of foods from the Food Guide Pyramid will ensure that you get the nutrients you need.

- Start with a shopping list that includes a wide variety of foods from all five food groups (Milk, Meat, Vegetable, Fruit and Grain). Check yourself to make sure the list isn't heavy on fats, oils and sweets — the tip of the Pyramid.
- Finalize your decisions by comparing similar foods and food products using their nutrition information.

## Daily Food Guide Pyramid



| Nutrition Facts   |                      |
|---|----------------------|
| Serving Size 1 cup (244g)   |                      |
| Amount Per Serving  |                      |
| <b>Calories</b> 121   | Calories from Fat 45 |
| % Daily Value*  |                      |
| <b>Total Fat</b> 5g   | 8%                   |
| Saturated Fat 3g  | 15%                  |
| <b>Cholesterol</b> 18mg   | 6%                   |
| <b>Sodium</b> 122mg   | 5%                   |
| <b>Total Carbohydrate</b> 12g   | 4%                   |
| <b>Protein</b> 8g   | 16%                  |
| Vitamin A   |                      |
| Vitamin C   | 10%                  |
| Calcium   | 3%                   |
| Thiamin   | 30%                  |
| Riboflavin  | 6%                   |
|   | 24%                  |
| Not a significant source of iron and niacin. Values are not available for fiber and sugars. |                      |
| *Percent Daily Values are based on a 2,000 calorie diet.                                    |                      |

Use the Label-Ease™ counting method to determine if this reduced fat milk is nutritious.

See bottom for answer.

## Check Your Label Smarts

1. True or False...All fat-free foods are good for you.

**False.** Just because a food is fat free does not mean it is more nutritious. Many foods that are low in fat have more sugar and calories than their full-fat counterparts. Use the Label-Ease™ counting system to determine how nutritious the food is overall.

2. True or False...Most adults have similar fiber, vitamin, mineral and calorie needs.

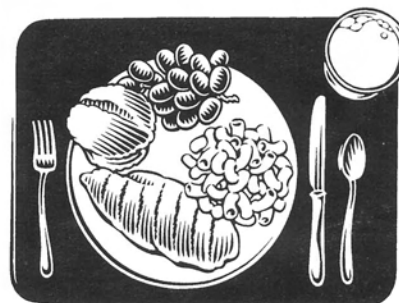
**False.** Most adults do have similar fiber, vitamin and mineral needs, but *calorie* needs differ. Calories determine the daily values for protein, carbohydrate and fat. The label lists daily values for someone who needs 2,000 Calories per day. Your calorie needs may be different.

### If You Eat



### Put A Finger Down For:

|                | % Daily Value |          |
|----------------|---------------|----------|
|                | Total Fat     | Calories |
| 2,500 Calories | 12%+          | 250+     |
| 1,800 Calories | 8%+           | 180+     |
| 1,400 Calories | 7%+           | 140+     |



**Answer:** This reduced fat milk is nutritious. It scores 3 fingers up.



NATIONAL DAIRY COUNCIL®



# Creative Financing & Fun Fundraising

Alternatives to Selling Candy

For Schools, Sports, &

## Things to Do

- gift wrapping
- fun runs
- walk-a-thons
- bike-a-thons
- jump-rope-athons
- rent-a-teen helper (rake leaves, water gardens, mow lawns, wash dog)
- car wash (pre-sell tickets as gifts)
- singing telegrams
- talent shows
- read-a-thons
- spelling bee
- science fairs
- carnivals (halloween, Easter)
- dances (kids, father/daughter, family, Sadie Hawkins)
- workshops/classes
- festivals
- recycling cans/bottles/paper
- golf tournament

## Things that involve the Community

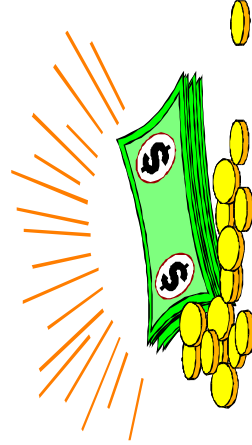
- bowling night/bowl-a-thon
- skate night/skate-a-thon
- auction (teacher does something for kids)
- raffles (teachers do a silly activity)
- magic show
- family/glamour portraits
- treasure hunt/scavenger hunt
- tennis/horseshoe competition
- penny wars (pennies+1 point, nickels+5, quarters+25, team w/most points wins)
- raffle (movie passes, theme bags)

- rent-a-teen helper
- auction
- workshop/class
- conference
- treasure hunt/scavenger hunt
- craft sales
- tennis/horseshoe pitching competition
- golf tournament
- recycling cans/bottles/paper
- festivals

## Resource Ideas\*

\*Not Endorsements

- <http://stone.yahoo.com>
- <http://ashleys-outlet.com>
- [www.creativelearning.cc](http://www.creativelearning.cc)
- [fundraiser.html](http://fundraiser.html)
- Nudayfundraising.com
- [www.123fundraising.com](http://www.123fundraising.com)
- QSP 1-800-667-2536
- [www.qsp.ca/index2.html](http://www.qsp.ca/index2.html)
- [www.westernfund.com](http://www.westernfund.com)
- [www.currentfun.com](http://www.currentfun.com)
- Dulco Printing (209) 266-8245
- [www.treasurebooksandgifts.com](http://www.treasurebooksandgifts.com)
- [www.fundraisingdepot.com](http://www.fundraisingdepot.com)
- [www.boonewayfarms.com](http://www.boonewayfarms.com)
- [www.common-threads.com](http://www.common-threads.com)
- [www.giffriends.com](http://www.giffriends.com)
- [www.partnersforkids.com](http://www.partnersforkids.com)
- [www.fundraisingbatteries.com](http://www.fundraisingbatteries.com)
- [www.vistamark.com/schools/index](http://www.vistamark.com/schools/index)
- [www.brickstonegraphics.com](http://www.brickstonegraphics.com)
- [www.zoodog.com/tattoos](http://www.zoodog.com/tattoos)



Please contact Shasta County Public Health (530-245-6843) with questions.  
California Department of Health Services, California Project LEAN, Contract #01-15285



# Creative Financing & Fun Fundraising

Alternatives to Selling Candy

For Schools, Sports, &

## Things You Can Sell

- candles
- greeting cards
- gift wrap, boxes, and bags
- magazine subscriptions
- gift items
- coupon books
- holiday wreaths
- gift certificates
- flowers, bulbs, poinsettias
- cookbooks
- balloon bouquets
- house decorations
- T-shirts, sweatshirts
- books, calendars
- buttons, pins
- air fresheners
- scratch-off cards
- customized stickers
- football seats
- kissing on the cheek booth
- hugging booth
- plants
- elephant rides
- pet treats/toys/accessories
- tupperware
- Christmas ornaments
- school spirit gear
- first aid kits
- crafts
- emergency kits for cars
- batteries
- brick/stone/tile memorials
- temporary/henna tattoos
- pocket calendars
- raffle donations
- stuffed animals
- coffee cups, mugs
- rent a special parking space
- foot warmers
- spirit/seasonal flags
- bumper stickers
- souvenir cups
- license plates or holders w/school logo
- giant coloring books
- scarves
- megaphones
- gift baskets
- hats
- jewelry
- Valentine flowers
- school art drawings
- Christmas trees
- yearbook covers
- mistletoe
- student directories
- yearbook graffiti
- monograms
- newspaper space, ads
- stationary
- stadium pillows
- school frisbees
- sell/rent wishes
- garage sale
- bath accessories
- music, videos, CDs



The greatest pleasure in life is doing what people say you cannot do.

## Healthy Food Items

- fruit smoothies
- frozen bananas
- trail mix
- fruit & nut baskets
- lunch box auctions
- fruit & yogurt parfaits

## Things that Support Academics

- read-a-thon
- science fair
- spelling bee

## Things that Promote the School

- cookbook made by school (parents, teachers, kids)
- T-shirt/sweatshirt sales
- bumper stickers & decals
- school logo air fresheners
- scratch off cards
- calendars



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# Business Plan Development:

## FOR NEW STUDENT STORES ONLY

**If you are just starting a student store in your school, the development and implementation of a business plan is crucial to your success.**

- Check out the following website for a sample business plan worksheet: [www.bplans.com](http://www.bplans.com) (Business Plan Software and Free Sample Business Plans)
- Utilize the following “Pre-Planning Steps for Business Plan Development Worksheet” in creating your business plan for the store.



### **Pre-Planning Steps**

1. Who is your target audience (s)? How will you learn about the needs, perceptions, attitudes, habits, and beliefs of your target audience(s)?

2. Business Hours: When can you get to your target audience? Do these times complement or support the school meals program? Do these times help students be ready to learn, perform or compete?

3. What are the products you plan to sell? What food safety steps need to be taken to sell these items? Do the products support the school policies concerning foods sold in student store, school meal programs, and vending offerings?

4. What will the price structuring of these items be?

5. What are the five channels to reach your target audience?

6. Who/What are five potential partners to work with to positively influence your bottom line?

7. Jot down what your “dream program” could look like.

8. What three steps could you take next week to pursue the possibility of this dream program?

.....  
***“If you can DREAM IT, you can DO IT”***

Walt Disney

# Supporting Organizations and Websites

- **USDA's Team Nutrition Program**

[www.fns.usda.gov/tn](http://www.fns.usda.gov/tn)

- > Join Team Nutrition by becoming a Team Nutrition School to receive free nutrition education resources to support your efforts.
- > Order the free Changing the Scene: Improving the School Nutrition Environment for additional assistance in making healthy changes to your school environment.
- > Order the free "Power of Choice" Curriculum to use in teaching teens about nutrition and physical activity.
- > Check out the other resources on food safety and nutrition education

- **Montana Office of Public Instruction, Division of Career and Technical and Adult Education**

406-444-9019, [www.opi.state.mt.us](http://www.opi.state.mt.us), Helena, Montana, Division Administrator: Jody Messinger (this division can connect you with state specialists that work with DECA, FCCLA, agriculture education, and business marketing classes)

- **Food and Nutrition Information Center at the National Agricultural Library**

[www.nal.usda.gov/fnic](http://www.nal.usda.gov/fnic)

- **Montana Team Nutrition Program (located at MSU-Bozeman)**

Office of Public Instruction's School Nutrition Program, [www.opi.state.mt.us/schoolfood.index.html](http://www.opi.state.mt.us/schoolfood.index.html), Katie Bark, RD, 406-994-5641, [kbark@state.mt.us](mailto:kbark@state.mt.us)

- **Montana State University Extension Service, Food and Nutrition Program**

Phyllis Dennee, MS, Nutrition Education Specialist, 406-994-5702, [pdennee@montana.edu](mailto:pdennee@montana.edu)  
Lynn Paul, EdD, RD Food and Nutrition Specialist, 406-994-5702, [lpaul@montana.edu](mailto:lpaul@montana.edu)  
[www.montana.edu/extensionnutrition](http://www.montana.edu/extensionnutrition)

- **Montana Department of Public Health and Human Services**

[www.dphhs.state.mt.us/hpsd/pubheal/healsafe/food/index.htm](http://www.dphhs.state.mt.us/hpsd/pubheal/healsafe/food/index.htm), State Sanitarian's Office  
406-444-2408

- **Eat Right Montana Coalition**

Dayle Hayes, MS, RD, [www.montanadieticassociation.org/promo.html](http://www.montanadieticassociation.org/promo.html) (to access packets)  
[EatRightMT2000@aol.com](mailto:EatRightMT2000@aol.com) to join electronic list serve (free monthly "Healthy Families" Packet available for accurate nutrition and physical activity information)

- **Western Dairy Council**

Reliable preschool to adult nutrition education resources, [www.nationaldairycouncil.com](http://www.nationaldairycouncil.com), 800-274-6455  
Judy Barbe, MS, RD 307-472-1830

- **Montana Beef Council**

Reliable preschool through grade 12; nutrition education resources, [www.teachfree.com](http://www.teachfree.com),  
[www.beefitswhatsfordinner.com](http://www.beefitswhatsfordinner.com), Charlene Schuster, Executive Director 406-442-5111

- **Action for Healthy Kids Organization**

[www.ActionForHealthyKids.org](http://www.ActionForHealthyKids.org) (go to Montana page to find out state information and access many helpful resources on creating healthy school environments), Katie Bark, co-chair *Montana Action For Healthy Kids*, [kbark@state.mt.us](mailto:kbark@state.mt.us)

- **Centers for Disease Control, Division of Adolescent School Health**

[www.cdc.gov/nccdphp/dash](http://www.cdc.gov/nccdphp/dash)

- **No Junk Food**

[www.nojunkfood.org](http://www.nojunkfood.org)

- **CSPI's School Foods Toolkit:**

A tool to use in making improvement to foods and beverages offered at schools,  
[www.cspinet.org/schoolfoods](http://www.cspinet.org/schoolfoods)

- **California Project Lean**

Check out their *Just for Teens* site: [www.californiaprojectlean.org](http://www.californiaprojectlean.org)

- **Food For Thought Guide: School Nutrition Resource**

By Lexington-Fayette County Health Department, Kentucky, (download) [www.lexingtonhealthdepartment.org](http://www.lexingtonhealthdepartment.org)

- **Food for Thought Guide: School Health Resource**

By Wisconsin Department of Education, (download) [www.dpi.state.wi.us/dpi/dltcl/bbfcsp/tn.html](http://www.dpi.state.wi.us/dpi/dltcl/bbfcsp/tn.html)



# All it Takes Is Nutrition SENSE

## GUIDE EVALUATION FORM

Please help us make this guide better in the future. After you have used this guide and the materials included within, please take a minute to fill out this evaluation form. Your input is important to us. Thank you for your time and suggestions.

1. School Name (optional) \_\_\_\_\_
2. School Grade Level \_\_\_\_\_
3. What is your present position? \_\_\_\_\_
4. Please tell us how you used the guide. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. A. Please rate the usefulness of the guide on a scale of 1 (not useful at all) to 5 (very useful). \_\_\_\_\_  
B. What sections did you find the most helpful? \_\_\_\_\_  
\_\_\_\_\_
6. Please briefly describe the steps your organization has taken to increase the presence of healthful foods and beverages in your store. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What are your words of wisdom for others or lessons learned in regard to the promotion of healthful items to school-aged students? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Additional Comments:

*Thank You For Your Feedback*

Please return the completed form via fax (#406-994-7300), or, simply fold, apply postage and mail. It is available at: [www.opi.state.mt.us/schoolfood/index.html](http://www.opi.state.mt.us/schoolfood/index.html) Montana Team Nutrition Program, Montana State University, 202 Romney Gym, P.O. Box 173360, Bozeman, MT 59717-3360, Phone 406-994-5641, Fax 406-994-7300, Email: [kbark@state.mt.us](mailto:kbark@state.mt.us)

fold

fold

PLACE  
STAMP  
HERE

**Montana Team Nutrition Program**

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